

# 15 Free time

## I've had a guitar since I was ten

### Lesson profile

<b>Vocabulary</b>	Free-time activities
<b>Speaking</b>	A survey about activities
<b>Listening</b>	Young people talking about their free time
<b>Grammar</b>	Present perfect with <i>since / for</i>
<b>Pronunciation</b>	Weak forms
<b>Speaking and Writing</b>	Ask and write about your partner's hobbies

### Warmer

On the board write some adjectives that describe how people feel, for example *happy, tired, hungry*. Elicit more from the students. Ask a student *Why are you [adjective]?* and the student answers with a sentence in the present perfect and *just* or *yet*. For example:

**Teacher:** Why are you happy?

**Student:** I've just passed my maths test. / I've not argued with my sister yet.

Demonstrate with more examples, then arrange the students into pairs to do the same.

## VOCABULARY

- Books closed, arrange the students into groups. Ask them to write down as many free-time activities as they can in two minutes. Each activity must have a verb and noun, for example, *reading books, listening to music*. The students then open their books and see if any of their ideas are in the pictures. Ask them to describe the pictures. Then they match the pictures to the activities in the questionnaire and discuss which of them they enjoy.

### Fast finishers

Fast finishers find the verb which goes with these activities: *cooking* (do), *photographs* (take), *swimming* (go), *the internet* (surf, use, go on), *your bike* (ride).

### Answers

a going shopping   b playing computer games   c chatting  
d making things   e collecting things

## SPEAKING

- Ask the students to predict in pairs which activities will be more popular with boys and which with girls and explain why.

When students do the survey, make sure that they ask a full question (*Which activities do you like doing in your free time?*) and give a full answer (*I like ... and ...*). They should record the results for boys and girls in separate columns.

### Mixed ability


With weaker students, drill the questions first. With stronger students, get them to add three more activities to the list and ask about them.

- The students add up their results and complete the sentences. They compare the results with their predictions and see where they were right and wrong. They could turn the results into a graph using Excel or just draw a chart.

### Extension activity

The students take the activities which everyone likes and write a follow up question for each, for example: (listening to music) *How often do you go to concerts?* They then ask each other these questions.

## LISTENING

-  **2.10** Pre-teach *pin* (a type of badge, with a sharp point; people wear them on their jackets). Check the instructions: *How many speakers are there?* (three) *What are they talking about?* (free-time activities) *What do you write?* (an activity from the questionnaire) Then play the recording. Tell them that some people have more than one activity.

### Answers

Owen – spending time online  
Kyle – collecting things, playing sport  
Erin – playing an instrument, reading books, photography

### Audioscript

**Owen:** Some people like dancing or doing sport but I like using the computer. There are lots of great websites to visit. You can share videos and photographs, keep a blog, download music – and lots more. I've had my own computer for three years. It's in my room on my desk and I use it after school. Some people say you shouldn't spend a lot of time on the computer but I don't agree – you learn a lot and it's certainly not bad for you!

**Kyle:** I like to be busy. I don't like spending time on the computer or watching TV. My sister watches TV for hours – cartoons, films ... anything! I have quite a few hobbies – I especially like collecting things. These days, it's pins and badges – I've got 90 of them now and I'm always looking for more. When I was younger, I collected football cards too, but I haven't bought any of those for a long time. I've played football since I was very little and I started hockey a few months ago.

**Erin:** I've got lots of hobbies. My favourite is playing the guitar. I've played it for two years now, and I'm improving fast. I've got two guitars – I've had one of them since I was 10. The other one is new – I've had that since January. I also love reading. I've got at least 50 books in my room! I also like taking photos. I use my dad's camera. He's had it since he was a teenager but it's a really good one. I've taken some great pictures with it.

- 5** **2.10** See if the students know the answers before you play the recording again. For the wrong answers, the students must correct the information.

### Answers

1 ✓ 2 X (you learn a lot from it) 3 ✓ 4 ✓ 5 ✓  
6 X (I use my dad's camera)

### Extension activity

The students discuss which person, Owen, Kyle or Erin, would be the most interesting person to have as a friend.

## GRAMMAR Present perfect with *since* / *for*

- 6** The students read the sentences and complete the rules. You could use a time line to show that *for* is about a period of time and *since* is about a start date.

2010  
X \_\_\_\_\_ now

I've been a teacher since 2010.

2010 [5] YEARS  
X \_\_\_\_\_ now

I've been a teacher for [5] years.

Language note: only *since* goes with a clause, for example *We've been friends ~~for~~ since I was ten.*

### Answers

1 for 2 since

### Alternative presentation

Ask students to guess which free-time activity you are talking about:

*I've done it for a long time. You need water but you don't get wet.* (fishing)

*My friend Boris has played it since he was a teenager. It's the only time he can be a king.* (chess)

*We've only done it for a year but the fridge door is already full of them.* (collecting fridge magnets)

*My brother has played these for a month and no one has had much sleep since he started.* (the drums)

Repeat the sentences for the students to write down. Ask them to underline the phrases with *for* and *since*. Ask *What tense are these sentences with for and since?* (present perfect) *Which says from when: for or since?* (since) *Does 'for' say how long or how much?* (how long)

The students then complete the rules and do Exercise 7.

→ Grammar reference Student's Book page 161

- 7** Do the first two together. *Is number 1 about a start date?* (yes) *So we need...?* (since) *What about 2?* (no, it's about how long)

### Fast finishers

Fast finishers put the *since* time expressions in order, from the most distant (*I was three years old*) to the most recent (*yesterday*).

### Answers

1 since 2 for 3 since 4 for 5 since 6 since 7 for  
8 since 9 for

- 8** Give an example on the board: *I've been in this room since ...* (10.30 / the lesson started)

For sentence 4 remind the students that *have been able to* is about ability starting in the past. The students complete the sentences for themselves. They then predict what their partner will answer and check with them. See which student knows their partner the best.

### Extension activity

The students do the opposite. They go back to Exercise 7 and make sentences which finish with these time phrases. For example:

1 *I've had a cat since I was three years old.*

Remind them that some sentences can be negative.

## Corpus challenge

Write the corpus sentence and these two on the board.  
*I've had this hobby for ten years.*

*This has been my hobby since [the year 10 years ago].*

Ask the students which is wrong (the corpus one) and why.

### Answer

It's been my hobby since I was 10 years old. (10 years old is a start date, and only *since* can be followed by a clause.)

## PRONUNCIATION Weak forms

- 9** **2.11** Say to students, *One, two, three, four* and get them to chant with you. Do the same thing adding *and*, *One and two and three and four*. The rhythm in the chant will stay the same. You can show this by clicking your fingers on the numbers. Explain that this is because *and* is pronounced quickly, without any stress. If the students know phonetic script, write the weak form of *and* [ən] on the board.

The students then listen to the sentences and compare how the underlined words are said and how they are written. Play the recording again for them to listen and repeat.

Play the recording a third time, but this time the students say the sentences in unison with the speaker[s].

## SPEAKING AND WRITING

### About you

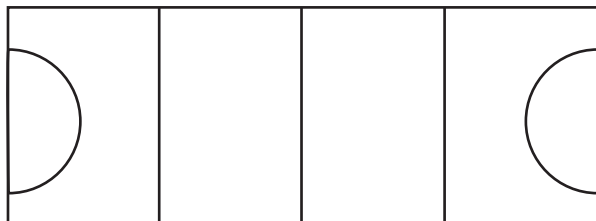
- 10** Demonstrate in front of the class with one of the stronger students. Then arrange the students into pairs to do the same.
- 11** The students use this information to write sentences about their partner, for example *Marina has liked horse riding for ages*. They then get into groups and read the sentences to each other. They should listen to what is said about them and check that their partner has remembered it correctly.

### Extension activity

The students go round the class, or in large groups, and tell each other about their hobbies. Are there any hobbies that are especially interesting?

### Cooler

Draw this on the board and ask the students what it is:



It's a football field!

- Divide the students into two teams. Team A attack from left to right. Team B attack from right to left.
- Toss a coin to see who kicks off. They start in the middle. Ask a question about English to the team which kicks off. Examples: *What is this* [point to something in the room] *in English?* *What is the past participle of [verb]?*
- If the team get the question right, they progress to the next line on the field; if they get it wrong the 'ball' passes to the other team.
- While a team has the ball, keep asking questions until they get to the goal line (the furthest lines on the left and right) – this is a goal and the other team restarts the game from the centre.
- Have a time limit for the game (not 90 minutes!) or the first to, say, five goals wins.
- If you have a large class, get the students to write a list of questions and answers, then split the class into groups to play with a referee to ask these questions.
- If the students don't like football, you can change this to tennis, hockey, etc.

## Birthday challenges

### Lesson profile

<b>Vocabulary</b>	Jobs around the home
<b>Listening</b>	A radio interview
<b>Reading</b>	Key Reading and Writing Part 4
<b>Speaking</b>	An interview

### Warmer

Ask the students to make a table with two columns, *for* and *since*, in their notebooks. Mix up and dictate the time phrases from Exercise 7 on page 87, plus some new ones, for the students to write down in the correct column.

## VOCABULARY

- 1** The students do the matching exercise.

### Fast finishers

Fast finishers think of one more noun for each verb, for example *book* + *tickets*.

### Answers

- |          |                |
|----------|----------------|
| 1 do     | a 15-km run    |
| 2 clean  | the car        |
| 3 book   | a hotel        |
| 4 pay    | a bill         |
| 5 repair | a broken shelf |
| 6 order  | a pizza        |

- 2** Ask the students to tick examples of 'jobs around the home' in the list and add three more (examples: *do the cleaning, tidy your bedroom, cook a meal*).

### Answers

clean the car    repair a broken shelf

### About you

- 3** Arrange the students into groups to discuss the questions. Compare answers as a class for the last question and see who has done the most frightening thing.

### Fast finishers

Fast finishers put another two adjectives into the last question and ask the group two more questions, for example *What's the most tiring thing you have ever done?*


## LISTENING

### Cultural background

Initiation rites, to mark the transition from childhood to adult life, have been part of many cultures. They often include challenges, performance and celebration.

- 4 Ask the students *Do you listen to podcasts? Which ones do you like?* The students then read the information and answer your questions, for example *How old is Sarah?* (15) *What was her mum's present to her?* (15 challenges).

See if the students can predict any of the 15 challenges.

- 5  2.12 Play the recording and ask the students to tick the phrases in Exercise 1. (They won't hear the first one for quite a long time.)

### Mixed ability

Give weaker students the answers mixed up and ask them to put them in the order Sarah says them.

### Answers

clean the car	book a hotel
repair a broken shelf	pay a bill
order a pizza	

### Audioscript

**Presenter:** Good morning, everyone, and welcome to the show. Today we're talking to Sarah, who is in the middle of a very interesting project. For her 15th birthday, her mother decided to give her some challenges. They are all about growing up, becoming an adult and doing things she hasn't done before. Her mum wanted to let Sarah prove that she can behave like an adult and do more things without help from her parents. So, Sarah, your first challenge was to go to the cinema and watch a film on your own, right?

**Sarah:** Yes, and it was harder than it sounds! It's really strange to go to the cinema alone – there was no-one to share popcorn with or chat to before the film started. I thought 'everyone in this cinema probably thinks I have no friends!' I didn't like it, but I'm glad I did it.

**Presenter:** And what was the next one? Your mum gives you the challenges in an envelope, doesn't she?

**Sarah:** That's right. She puts the envelope on the kitchen table for me and I open it before I go to school. So, the second challenge was really frightening. I had to play the violin in front of about 60 people for 15 minutes. I've had lessons for two years but I've never played it in front of anyone before. But it went really well – my mum actually cried!

**Presenter:** Well done! And what's been the worst challenge until now?

**Sarah:** That's easy to choose – I had to do 15 jobs around the house in one day! I cleaned the car, did the washing and dried the clothes, made all the beds, repaired a broken shelf, and I even cooked a meal for the whole family. My grandparents came to have dinner with us and I was so afraid when we sat down to eat in case it tasted disgusting. I thought we might have to order a pizza! But I think they liked it...

**Presenter:** Which one have you enjoyed the most?


**Sarah:** Well, I liked the one about booking a weekend trip to London for me and my mum. I had to book the hotel and plan things to do in London for £15 a day each. I looked on the internet to give me ideas and we both had a really good time! Then, when we left, I had to pay the bill.

**Presenter:** So, what's next?

**Sarah:** The next one's a 15-kilometre run, which I'm doing next month. I have to run five days a week to get ready for that!

**Presenter:** Wow! Well, good luck with the rest of your challenges, Sarah. Come back and talk to us when you've finished them all.

**Sarah:** Sure, I'd love to!

- 6  2.12 See which answers the students already know and then play the recording again.

If the students know all or most of the answers, ask some extra questions, for example, *Is this Sarah's last time on the radio?* (No, she's going to come back when she's done all 15 challenges.)

### Answers

- 1 It was to go to the cinema on her own.
- 2 Her mum gives them to her in an envelope.
- 3 She thought it was very frightening, but after, she thought it went very well.
- 4 Doing 15 jobs around the house in one day.
- 5 She had to book the hotel, plan things to do for £15 a day and pay the bill.
- 6 It's a 15-kilometre run.

### Extension activity

Ask the students *How much is £15 in our money? What interesting things could you do for this?*

- 7 Arrange the students into groups to discuss this. For the three extra challenges, they should think of one in the house, one with other people and one by themselves.

## READING

### Prepare for Key for Schools

#### Reading and Writing Part 4

##### Task description

In Reading and Writing Part 4, students are tested on their ability to understand the main ideas and some details of longer texts. Students read one long text and answer seven three-option multiple-choice questions or seven Right / Wrong / Doesn't say items, or they read three short texts and answer seven three-option multiple-choice questions.

##### Exam tips

Before students answer the questions, they should read the whole text to get an idea of the topic and general meaning. Tell them to look at each question and consider all the options carefully before they choose their answer. The questions are in the same order as the information in the text.

→ See Exam Profile 2, Student's Book page 122.

- 8 Tell students the beginning of this joke and see if they can guess the answer:  
*What do you buy someone for their 101st birthday?*  
(a cake with 101 candles and a pair of skates to run away from the fire)

Pre-teach *go paragliding* by showing it in the picture. The students answer the questions individually.

Demonstrate with the example 0: the part of the text which gives the answer is *instead of having a party*. Put the weaker students with stronger ones so that they can learn from them.

#### Answers

- 1 A (*her 75-year-old son, who started doing the sport a few years ago*)
- 2 C (*She spoke to journalists but the text doesn't say for how long.*)
- 3 B (*He said she was not afraid*)
- 4 A (*she looked all around*)
- 5 C (*Her family came to see her, but the text doesn't say where they came from.*)
- 6 A (*A few of the rides were shut for repairs*)
- 7 B (*she's planning to go down the Alpine slide ... she can't wait – can't wait means you want something to happen very much*)

## SPEAKING

- 9 Arrange the students into pairs to think of at least eight questions using the sentence beginnings. They can use the same beginning for more than one question or think of different questions. Remind them to use a falling intonation on *Wh-* questions.

The journalist then chooses at least five questions to ask Mary. The students practise and perform the interviews.

## Project

### An English challenge

This is a longer-term individual project. The students have to find an English challenge which they will complete, and report back to the class on, before the end of the school year. In groups, the students should think of different challenges and choose one each. (The weaker students could do the same challenge so they can help each other.) Give some examples:

- To learn a new English word every day and write it in a vocabulary book.
- To find an English-speaking friend online and communicate in English.
- To read an adapted reader in English and write a paragraph about it.
- To teach some English to a younger sister or brother.

At the end of the school year, the students should describe their challenge, why they chose it, what they did and what the results were. They could also give interim reports during the year.

## Cooler

Arrange the students into groups. Read out (some of) these questions about vocabulary from Units 11–15. To help weaker students, give them the first letter of each word.

- 1 The home of a princess. (*palace*, Unit 11)
- 2 This is about serious music like Mozart and Beethoven. (*classical*, Unit 12)
- 3 A loud musical instrument you hit with a stick. (*drum*, Unit 12)
- 4 This is someone who helps a doctor in a hospital (*nurse*, Unit 13)
- 5 You ..... a horse or a bike. (*ride*, Unit 13)
- 6 It means a piece of pizza, bread, etc. (*slice*, Unit 14)
- 7 You must pay this in a restaurant. (*bill*, Unit 15)
- 8 Sarah's first one was to go to the cinema alone. (*challenge*, Unit 15)

## Teacher's resources

### Student's Book

Grammar reference and practice page 161  
Vocabulary list page 144

### Workbook

Unit 15 pages 60–63

### Go online for

- Corpus tasks